



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 511
Course Title	Job Placement and Development
Call Number/Section	
Class Times	
Class Location	
Textbook	Work and Disability Issues and Strategies in Career Development and Job Placement. Edited by Szymanski and Parker (3rd Edition). Published by Pro-Ed Inc.
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description and Other Information:

This course relates the psychological meaning of work, the vocational development theories of occupational choice, and labor market information to current methods of job development, selective placement and follow-up with workers who are disabled. Students will develop the competence to apply major career theories with different populations and within different settings, and to prepare students to assist individuals in obtaining and maintaining employment with a major focus on career counselling and job placement for persons with diverse disabilities.

Program objectives met in COUN:508 Job Development and Placement

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students
3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients with disability
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession

5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards
6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others
7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

Student Learning Outcomes (SLO) for COUN:508 Job Development and Placement

- SLO 1 To develop an understanding of the world in relation to employment of individuals with disabilities.
- SLO 2 To become familiar with forms of occupational information relative to job descriptions, incidents of jobs in the local and national labor market, wage information, training information and job placement strategies that utilize this type demographic information.
- SLO 3 To develop an appreciation of the theories of career development.
- SLO 4 To gain an understanding of various disabilities and workplace accommodation.
- SLO 5 To identify knowledge, skills, abilities and competencies that are expected in the labor market and how to assist individuals with disabilities to develop them.
- SLO 6 To understand the concept of quality of life and how it effects career development.

CACREP (2016) Standards Covered in COUN 510

<u>Standard</u>	<u>Evaluation</u>
2.F.4 Career Development	
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Career Development Profile
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Career Development Profile Internet Career Resource
d. approaches for assessing the conditions of the work environment on clients' life experiences	Career Development Profile
f. strategies for career development program planning, organization, implementation, administration, and evaluation	Career Development Profile
h. strategies for facilitating client skill development for career, educational, and life-work planning and management	Career Development Profile
5.H.1. Foundations (Rehab Counseling)	

f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability	Exam Oral Presentation on Legislation
i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations	Exam
k. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities	Exam Oral Presentation on Legislation
l. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities	Exam Oral Presentation on Legislation
m. individual needs for assistive technology and rehabilitation services	Internet Career Resource
n. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation	Oral Presentation on Legislation
o. federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities	Oral Presentation on Legislation
5.H.3. Practice	
c. evaluation and application of assistive technology with an emphasis on individualized assessment and planning	Internet Career Resource
h. career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place	Exam Career Development Profile
i. strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs	Exam Career Development Profile

CLASS FORMAT /INSTRUCTIONAL METHOD

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

COURSE REQUIREMENTS

A. Oral Presentation on Legislation (100 points)

Each student will present on each of the following: (Rehabilitation Act of 1973, Individuals with Disabilities Education Act (IDEA) 1975, Advance the Civil Rights legislation for persons with disabilities emerged during the 1970's Sections 501-503 and 504 of Title V, Rehabilitation Act Amendments of 1992, The Workforce Investment Act (WIA) and the Rehabilitation Act Amendments of 1998, the Americans with Disabilities Act: 1990, Ticket to Work and Work Incentives Improvement Act of 1999, and Family and Medical Act of 1993 (FMLA).

Presentation should be at minimum of 20 minutes

Presentation should include current issues or updates regarding one of the above legislation

B. Career Development Portfolio

Portfolio Section I

Complete the following assessments: (25 points)

- 1) Jung Personality Type Test www.jungpersonality.com click on Jung personality test. At the end you should come up with your` personality type.
- 2) What is your personality type?
 - a. What did you learn about your personality type?
 - b. Does this assessment reflect what you already know about yourself and if so why or why not? What is your personality type?

Self-Reflection: (25 points)

Summary: In 1-2 pages, integrate what you have learned about yourself. Assuming that the “counselor-as-unique-individual” has a critical impact on the counseling experience, identify your own biases and assumptions about careers. Identify three of your greatest strengths and three of your greatest challenges you bring to being a counselor working with clients with career issues. What do you need to transform your limitations and challenges into strengths?

Portfolio Section II

Resume Development (50 points)

- a) Create a draft of your resume
- b) Find a partner to critique your resume
- c) Submit the final resume along with the original draft with critique notes in this section.

Portfolio Section III

Theoretical Development (100 points)

- a) Identify three career development theories with which you most resonate and you think influence your personal counseling theory: 1) identify the key terms of each theory and how the theory defines growth, development, and key concepts, and (2) identify the populations targeted by each theory and

how you may use it in the population you want to work with after you finish your education. 1-2 pages **(25 points)**

b) Select a case study from the internet that has a career development component and answer the following: Assume you have three sessions to work with this client. Informed by the three theories you selected and the case study narrative, describe how you would work with this client. Break the description down by session number; identify the career development plan and techniques/strategies you would use. 1-2-page paper **(25 points)**

c) Using the O*NET online (<http://online.onetcenter.org>), click on “Find Occupation” choose a specific occupation and summarize the following information: job description, working conditions, training/education needed, earnings, and job outlook. Briefly discuss why this position interests you. Please complete this assignment in a 1-page paper. **(25 points)**

d) Access www.usajobs.com 1) select a position that closely matches your interest and qualifications, (2) develop a Knowledge skill and abilities KSA for the position. 1page paper **(25 points)**

C. Internet Career Resource (100 points)

List five (5) other internet resources for career information and give a brief description of each. (100 points)

D. Mid-term Exam II (100 points)

E. Final Exam II (50 points)

Late assignments will incur a penalty of a 10-point deduction. No Exceptions.

GRADE DETERMINATION

Course Requirements	Points
Oral Legislation Presentation	100
Career Development Portfolio	200
Internet Career Resources	100
Mid-Term Exam I	100
Final Exam II	100
Grading Scale	Total 600 Points
A 90-100%	A = 540 – 600
B 80-89%	B = 480 – 539
C 70-79%	C = 420 – 479
D 60-69%	D = 360 – 419

F Below 60%	F = Below 359
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Course Policies

Assignments

All assignments are due on the date specified. Late work will be accepted with approved advanced notice with a 10-point deduction.

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDICATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a

professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of

Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: <http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR

WEEK/ DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS, RUBRICS, TESTS	ASSESSMENT/ CACREP STANDARD
Week 1	Syllabus Introduction Course Overview			
Week 2	Chapter 1	Work and Disability: Basic Concepts		In class discussion activity CACREP 5.H.2.1
Week 3	Chapter 2	Legislation Affecting Employment of Persons with Disabilities		Oral Legislation Presentation CACREP 5.H.2.f
Week 4	Chapter 3	Employment Among Working-Age PWD: What the latest Data Can Tell Us		Career Development Portfolio CACREP 5.H.2.k
Week 5	Chapter 4	Career Development Theories: Implications for PWD		Oral Legislation Presentation CACREP 5.H.3.h
Week 6	Chapter 5	Research on the Career Development of PWD		
Week 7	Chapter 6	Career Counseling with Diverse Populations		
Week 8		Mid-term Exam		
Week 9	Chapter 8	Vocational Assessment and Disability		Oral Legislation Presentation CACREP 5.H.1.c, 3.c
Week 10	Chapter 9	Disability and Reasonable Accommodation		Oral Legislation Presentation CACREP 5.H.2.m.3.c
Week 11	Chapter 10	Job Placement and employer Consulting: Services and Strategies		Career Development Portfolio CACREP 5.H.2.i, 3.i
Week 12	Chapter 11:	Job Development and Job-Search Support		
Week 13	Chapter 12:	Vocational Rehabilitation in the Context of Business: Motivation, Management, and Marketing		

Week 14	Chapter 13:	Supported Employment		Career Resources CACREP 5.H.2.i
Week 15		Legislation Presentation		
Week 16		Legislation Presentation		
Week 17	Final Exam			

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